

Assessment 2 (required) - Content Knowledge in Special Education

Section IV – Evidence for Meeting Standards

Documenting the Special Education Process/ Individualized Education Program (IEP) Development - Work Sample

1. Description of the assessment and use in the program

The assessment, *Documenting the Special Education Process/ Individualized Education Program (IEP) Development*, evaluates pre-service teachers' application of knowledge, skills, and dispositions relative to the tasks, activities, problem solving, and decision making involved in moving through the special education process in compliance with requirements stipulated by IDEA 2004. This assessment is comprised of a progression of activities that represent the sequence of tasks, thinking, and actions. For the purposes of this assignment, pre-service teachers work directly with a student who is eligible for special education services (may be someone who is being re-evaluated or based on pre-referral efforts and responsiveness to interventions is projected to need a specific education/ intervention plan) so the series of tasks conclude with writing an IEP. The steps the pre-service teacher takes to complete the assignment represent the sequence of: response to pre-referral/ referral (when possible) to assessment planning to collecting, analyzing, and reporting assessment data to participating in team meeting (when feasible) to writing Individualized Education Program as prescribed by law. These steps are documented and evaluated. The way in which this project is designed and the components of the IEP that are developed and written are universal in nature and generalize-able to school districts and forms across the country.

Pre-service teachers engage in the special education process, starting by drawing from existing information and descriptions of the student to plan assessment. They refer to pre-referral data, special education files (evaluation reports, recent IEP, progress reports, meeting and contact notes), and/ or interviews conducted with current teacher(s). Once an assessment plan is articulated, the pre-service teacher administers informal and formal tools, charts and analyzes results. When possible, he or she engages in the IEP meeting to integrate findings with what others gathered. Otherwise, pre-service teachers synthesize their results to report student profile and present levels of performance. Based on the description of the student, pre-service teachers construct the education plan; consisting of goals, objectives, monitoring strategies, teaching approaches, description of general education experiences and modifications for facilitating access. Pre-service teachers are expected to use their background knowledge about IDEA, service delivery options, the needs of students, and demands of curriculum and learning environments to figure out what they need to know about students (assessment plans), evaluate assessment findings, attend to curricular areas, and match program and service plans to address individual needs.

This project is assigned and evaluated twice during the program. During the practicum-methods course (SPED 430/ 439), students proceed step by step; submitting each document for feedback in order to revise work, supplement assessments, extend data analyses, and find their own professional writing voices and styles. During student teaching (SPED 465), they work more independently, though co-operating teachers offer support, to proceed through the sequence to design an assessment plan; collect data, analyze and cross-reference assessments; summarize and report findings; and generate comprehensive IEP documents. It is during student teaching that pre-service teachers have the opportunity to use paperwork specific to the district in which they are placed; collaborate with classroom teachers, special educators, related service providers, and possibly parents; and engage in and possibly co-facilitate meetings related to evaluation planning, reporting data, and/ or IEP development.

This assessment/ series of assignments provides opportunity to evaluate pre-service teachers' competence across the CEC standards, applications of theories to practice, and execution of key responsibilities required by special educators (in collaboration with parents/ caregivers, general education teachers, and related service providers). It is the depth and breadth of the tasks that allow faculty to evaluate pre-service teachers' preparation with regard to CEC standards and the role of the special educator.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

This assessment requires pre-service teachers to apply the set of CEC Standards to authentic tasks that comprise key responsibilities of special educators while drawing direct parallels to the special education process as stipulated by IDEA. The series of tasks require competence across the standards with different steps emphasizing different standards. When there specific standards are targeted, they are bold-faced on the task rubric.

Standard 1: *Foundations*

This assessment provides evidence that pre-service teachers adhere to the steps and process of IDEA; assuring due process, adopting practices to support its implementation, wrestling with issues of definition and identification, and acquiring an understanding of rights and responsibilities of students, parents, and teachers. Developing an IEP and the related matrix of services also provides documentation of appreciation of how the continuum offers a range of opportunities and needs to be tailored to individual students.

Standard 2: *Development and Characteristics of Learners*

The special education process/ IEP project requires pre-service teachers to demonstrate understanding of typical and atypical growth and development and their educational implications as they plan assessment to determine what data are needed to describe the student comprehensively. The way in which IEP plans and recommendations distinguish between specially-designed instruction and access to general education reflect pre-service teachers' competence determining similarities and differences among individuals with and without exceptional learning needs and figuring out the necessary accommodations.

Standard 3: *Individual Learning Differences*

The ways in which pre-service teachers analyze and report assessment data and describe student profiles and present levels of performance are indicators of how they see the impact of exceptional needs on academic competence, attitudes toward learning, and responsiveness to instruction and interventions. The objectivity and sensitivity with which pre-service teachers report on student status serve as evidence of their acknowledgement of differing approaches students take to learn and unbiased treatment of the circumstances that surround their lives (ex. cultural, economic, family constellation, etc.). The way in which such status reports provide clear justification for requiring various strategies to address student needs is also evaluated through this project.

Standard 4: *Instructional Strategies*

The pre-service teacher is required to select, adapt, and use instructional strategies in order to identify the conditions under which goals and objectives/ benchmarks are achieved and outline what constitutes specially-designed and/ or alternative instruction provided under the guise of special education services. In addition, the pre-service teacher's facility with modifications, accommodations/ strategies to facilitate access to general education is evaluated through this task. When appropriate, the ways in which pre-service teachers establish guidelines for transitions is examined. The extent to which they comprehend academic content is evident and thus evaluated with regard to identifying and creating assessment tools, analyzing student performance, structuring the sequence of goals and objectives, and comparing student present levels with requirements of general education to determine access.

Standard 5: *Learning Environments and Social Interactions*

How pre-service teachers take into account the demands of learning environments in evaluating student participation and progress, in justifying placements for instruction, and providing rationale for modifications are evident in the way they conduct assessments, analyze results, report assessment data on the IEP and describe matching student needs with specific types of settings.

Standard 6: *Language*

The ways pre-service teachers examine student language with reference to reading, writing, mathematics, or social competence are considered indicators that they understand the connections among oral language patterns and patterns of errors or barriers to learning. How pre-service teachers account for the challenges students face is examined with reference to their acknowledgement of the student primary language and style as well as the impact of language used in learning and testing situations.

Standard 7: *Instructional Planning*

The treatment of goals and objectives/ benchmarks is seen as evidence of pre-service teachers' competence in creating longitudinal individualized educational plans; applying curriculum design, task analysis, references to scope and sequences and curricular standards, and instructional content and strategies. Making distinctions between modification to general education and focuses for specifically-designed instruction is also considered substantiation of comparing student needs to curricular standards.

Standard 8: *Assessment*

The special education process is built on competence conducting assessments. A number of artifacts in this project reveal pre-service teachers' facility with gathering pertinent background information; designing individualized assessment plans, analyzing and interpreting results of instruments administered; integrating findings into a profile of the learner and articulation of present levels of performance to justify eligibility, instruction, and program needs; and identification of tools to document student progress once the IEP is implemented. Assessment planning is viewed as verification that pre-service teachers use pre-referral (response to intervention)/ referral and other background data, legal requirements, and awareness of the use and limitations of formal and informal instruments to make and justify their selections of tools to outline individualized assessment to guide them through educational evaluation of the student in the area(s) of concern. Approaches to documenting and monitoring student progress that are identified on the IEP substantiate pre-service teachers' commitment to ongoing assessment and development of individualized assessments. Further, recommendations for accommodations to state-wide testing are evaluated for consistency with monitoring techniques and evidence of effective assessment to verify student growth.

Standard 9: *Professional and Ethical Practice*

The IEP is viewed as a source for evaluating pre-service teachers' treatment of student challenges in a non-biased, objective manner; conveying a positive, pro-active view of needs and program proposals. Given the *nature* of the project, it is important that pre-service teachers maintain confidentiality, reflect on own performance, and state goals for growth.

Standard 10: *Collaboration*

A primary expectation for completing the IEP is for pre-service teachers to write the document using language that is readily understood by the intended audience, consisting of: parents, classroom teachers, the student,

paraprofessionals, and related service providers. The written document is evidence of respect for the full audience for whom it is written.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

5. ATTACHMENT (A)
Assessment 2 (required) - Content Knowledge in Special Education
Assessment Tool or Description of the Assignment
Documenting the Special Education Process/ IEP Development

Instructions for Candidates

DOCUMENTING THE SPECIAL EDUCATION PROCESS/ IEP DEVELOPMENT

This assignment is designed to give practicum students direct experience with the series of tasks that move through the special education process and lead to and include writing an effective IEP. Practicum students are required to complete and write up the process, one step at a time. By submitting each step, practicum students will receive ongoing feedback, gaining an understanding of the thought processes involved in a systematic approach to the assessment and decisions that lead to writing IEPs. This set of assignments supports practicum students as they develop their own writing styles for professional communications.

The primary resource to assist pre-service teachers is provided in *Responsive Steps, Voices and Practices* (RSVP). The book defines the IEP as a product of a process and a way of thinking; which involves assessment planning, conducting the assessments, and related activities; the results of which are written into IEP documents. Each of the components below is described specifically in the RSVP text, which includes examples. Refer to the book for specific guidelines when analyzing a student's file, raising assessment questions, selecting assessment strategies, collecting data for the IEP, and writing each component required in the document.

Part I. Plan Assessment (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Construct an assessment plan that...

- proposes a set of assessment strategies to gather information about a *referred* student, using existing information and documentation, identified concerns, and corresponding questions to justify selection of assessments
- makes clear connections among Know-Want-How columns so it is apparent why proposed assessment approaches are identified and how they promise to yield instructionally relevant data to eventually guide planning
- is organized to indicate how existing information, questions, and assessment approaches are grounded to enhance understanding the student (skills, strategies, and responsiveness to learning/ social situations) and learning demands, classroom expectations, and instructional materials, arrangements, and environments.
- conveys evidence of a comprehensive approach to collecting assessment data which looks at overall performance in the area(s) of concern along with specific skills and strategies and possible contributing factors

Step 1: Start with What you Know - Organize the information you gathered about the student from her/ his file and your interview with your cooperating teacher including any information you have about student responsiveness to intervention that results from efforts made during the pre-referral stage. Present the description of the learner (strengths, problem/ concern) in the K (know) column of the assessment plan.

Step 2: Determine What Want to Learn – Given your understanding about the area(s) of concern (reading, writing, mathematics and grade –level expectations, curriculum, and standards) and existing information about the student, generate a list questions to direct assessment. These questions are to

reflect gaps in information concerning the skills the student has per relevant cluster, Place them in the W (want to learn) column of the assessment plan.

Step 3: Propose How to Find Out - Identify strategies for gathering assessment data. Include the approaches in the H (how find out) column of the assessment plan.

Step 4: Map Out Schedule - Identify times for conducting assessments.

Part II. Collect, Chart, and Analyze Assessment Data

Conduct assessments and evaluate findings systematically in order to build a comprehensive picture of the student in the area(s) of concern, define present levels of performance, identify factors impacting learning and behaving, and justify needs. (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8)

Step 1: Develop or select informal and formal assessment tools - Figure out what materials you need to implement your proposed assessment plan and access or develop the tools.

Step 2: Prepare to conduct assessments - Create and maintain file folder(s) to keep assessment instruments, answer forms, analysis charts, and student work organized.

Step 3: Conduct assessments - Administer selected tools, collecting data by recording student responses and tracking performance as he or she working/ behaving and making notes of observations.

Step 4: Chart and analyze student performance data - Analyze each data source individually and write up, attaching brief summaries of what each assessment strategy indicates.

Part III (Stages IV & V): Write the IEP –

Report Assessment Findings and Plan Instruction (The IEP has two primary focuses – the first is the synthesis of assessment data to describe the student and identify needs in order to justify the second part, which consists of program plans – individualized curriculum framework, instructional plans, and service delivery. (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Step 1: Report the integration of assessment data - Integrate the data into a narrative to *describe the student in the area(s) of concern and account for challenges*: a) profile/ learning style/ impact of disability, the student's approach to learning, participating, responding to the demands of instruction as well as interests and sense of self; and b) present levels of performance, identifying the student's skills in academic and social area(s).

Step 2: Write the Goals, objectives/ benchmarks, and evaluation/ monitoring strategies - Use assessment data as the basis for constructing an individualized curriculum framework. Articulate: a) *goals* to establish instructional/ behavioral priorities, b) *objectives/ benchmarks* to create the progression from entry-level skills (PLOPs) to goal achievement, and c) *evaluation/ monitoring strategies* to set up how evidence to document student progress will be collected throughout implementation of plan. If appropriate, given student age, include measurable postsecondary goals in the relevant transition areas of ex. goal setting, self-determination, employment-related skills, independent living, etc.

Step 3: Write the plan for instruction – Describe the types of instructional strategies, approaches, activities, and materials that will optimize learning and address the area(s) of concern; responding to assessment results. Identify the types of learning and social situations that are conducive for him or her to access to the general education curriculum. Explain what qualities of general education learning and/ or social situations will be adjusted or modified to promote and ensure the student's effective participation and progress. Identify what constitutes specially-designed and direct instruction in the area(s) of concern. Use assessment data as the basis for developing accommodations and modification including considering assistive technology as an option. Address transition plans, when appropriate, to include four-year course of study, vocational/ employment experiences, related services, community opportunities, and preparation for post-school school and/ or adult living to address student academic and functional instruction needs.

Step 4: Define Program Components - Design the matrix of services, indicating who, when, where, and how student receives specially-designed instruction and gains access to general education; ensuring that goals, objectives/ benchmarks are addressed.

Portfolio Considerations:

As you review your experience documenting the special education process and preparing the IEP, reflect on what you have learned about yourself as a special educator: How did your understanding of IDEA, typical and atypical development, individual differences, the academic or social content area(s), assessment, curriculum design and instructional planning, and coordinating services support your work across the related tasks? Consider how your work is evidence of specific competencies (refer to the rubrics, CEC Standards, and the Role Model), objectivity with viewing and understanding the student, and what you continue to work on to enhance your own proficiency. As you consider the challenges of the task, think about what you do to improve your facility with the thinking, decision making, problem solving, practices, and writing that supports your work and will improve your work in the future.

ATTACHMENT B

Assessment 2 (required) - Content Knowledge in Special Education
Scoring Guides for the Assessment
Documenting the Special Education Process/ IEP Development

The set of rubrics for this assessment are designed to support pre-service teachers as they move through the special education process as both practicum/ methods students and again as student teachers. The rubrics refine the description of the assignments pre-service teachers receive and set expectation for performance. Self-assessment requires pre-service teachers to reflect on their own performance and revisit the interrelationships among the identified tasks and their understanding of the different content areas to inform their practice. The rubrics used follow.

RUBRIC FOR Know- Want - How ASSESSMENT PLAN
Self-Assessment and Evaluation Criteria

Part I Plan Assessment (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) CRITERIA	1 Needs Further Work	2 Acceptable	3 Highly Effective
Overall <u>Know-Want-How</u> Assessment Plan: <ul style="list-style-type: none"> Proposes a set of assessment strategies to gather information about a <i>referred</i> student, using existing information and documentation, identified concerns, and corresponding questions to justify selection of assessments Makes clear connections among <u>Know-Want-How</u> columns so it is apparent <u>why</u> proposed assessment approaches are identified and how they promise to yield instructionally relevant data to eventually guide planning Is organized to indicate how existing information, questions, and assessment approaches are grounded to enhance understanding the student (skills, strategies, and responsiveness to learning/ social situations) <u>and</u> learning demands, classroom expectations, and instructional materials, arrangements, and environments. Conveys evidence of a comprehensive approach to collecting assessment data which looks at overall performance in the area(s) of concern along with specific skills and strategies and possible contributing factors 	Lists ideas for assessments, based identification of learning and/ or behavioral/ social concerns and general questions	Outlines a set of assessment strategies based on what is known (file information and/ or referral information and documentation) and questions that justify organizing information and ideas generally and giving a sense of potential curriculum factors that may contribute	Establishes a systematic approach to assessment, connecting what is known information to questions to assessment strategies, using a set of categories to organize
What <u>Know</u>... <ul style="list-style-type: none"> Reads student file or referral documentation and summarizes key issues, looking at student performance, participation, and progress with reference to the demands of (general education) learning experiences and environment Extracts information about the student as a reader, writer, <u>or</u> mathematician and organizes descriptive information by category (skill clusters, formats for performance, strategic thinking, context for participation, investment) 	Organizes information Includes information relevant to the area(s) of concern without using framework to organize it	Includes information relevant to the area(s) of concern, placing it in some of the framework categories, reflecting a general understanding	Includes information relevant to the area(s) of concern, placing it in the appropriate categories
What <u>Want</u> to Learn... <ul style="list-style-type: none"> Raises questions that build on what is known <u>and</u> gaps in information to describe the student in the area(s) of concern Organizes questions according to categories that help to sort through factors that impact learning, participation, and progress (ex. skill clusters, formats for performance, strategic thinking, context for participation, investment) Uses open-ended questions to guide & justify the selection of assessment strategies 	Asks general questions about the area of concern that gives limited direction for assessment	Asks a combination of open-ended and yes-no questions that generally corresponds with categories and provides some direction for assessment	Asks open-ended questions to correspond with the categories of information and provides a clear direction for assessment
<u>How</u> find out <ul style="list-style-type: none"> includes identification of observations, informal tasks/ activities (surveys and probes) and interviews with teacher and/ or student, indicating understanding of how tools generate different types of data identifies assessments to directly address each question or set of questions raised selects assessments that give student opportunity to demonstrate her competence and challenges in the area(s) of concern diversifies assessment approaches to allow for isolate how student skills, language, responsiveness to tasks, environment, and situations give a view of performance, competence, and challenges 	Identifies a limited number of tools to assess the student in the area of concern	Identifies a set of assessment strategies that begin to expand understanding of the student	Identifies a set of assessment strategies that proposes to systematically sample student performance and skills with reference to the area of concern across categories, settings, materials and in response to the set of questions
Overall Rating			

RUBRIC FOR *Collect, Chart, & Analyze Assessment Data* Self-Assessment and Evaluation Criteria

Part II: Collect, Chart & Analyze Assessment Data (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8) CRITERIA	1 Needs Further Work	2 Acceptable	3 Highly Effective
Develop and access tools to use with the student, given information provided	chooses survey and probe level tools that has minimal connection with <u>Know-Want-How</u> assessment plan and provides pieces of information regarding who the student is in the area(s) of concern	pulls together a set of survey and probe level tools that addresses <i>some</i> areas of the KWH chart and provides <i>some</i> opportunities to examine who the student is in the area(s) of concern	organizes a set of survey and probe level tools that reflects KWH chart and provides opportunities to examine who the student is in the area(s) of concern
Administer assessment tasks; describing student execution of tasks, documenting responses, collecting observation data, and recording pertinent interview information/ conversation.	Gathers assessment data, collecting student work with scant notes of observations, student comments, variables impacting performance	Collects student responses to assessment tasks, identifying some of what transpired, student responses, variables impacting performance	Collects student responses to assessment tasks, identifying what transpired, student responses, variables impacting performance
Analyze performance and organize results through charting and application of criteria that is relevant to area(s) of concern, figuring out what patterns of competence and errors exist under what conditions.	Reviews student work, noting some errors and evidence of competence	Develops criteria for analyzing student responses and incorporates into chart; entering information about student performance	Develops charting devices to correspond with each assessment tool and criteria for evaluating performance
Collate data to describe the student as a learner, cross-referencing what contributes to or interferes with successes and discerning how levels, formats and qualities of tasks optimize and/ or detract from performance and/ or products.	Examines student performance per tool, and offers broad generalizations to account for variations in competence and struggles	Examines student performance across tools, using general criteria to account for task and environmental demands	Examines student performance across tools, using common criteria to account for the impact of task and environmental demands
Hypothesize what contributes to student patterns of errors, challenges, and successes using evidence of skills, strategies, and thinking documented through assessment.	Makes general statements about student competence and struggles	Provides some ways to account for student competence and struggles, drawing on data collected	Provides ways to account for student competence and struggles, drawing on data collected as examples
Establish student needs; the basis for identifying focuses for instruction and potential teaching strategies that will support student progress.	Uses student performance on probes and surveys to indicate directions for instruction	Uses student performance on probes and surveys to indicate some areas of instruction that require attention	Uses student performance on probes and surveys to indicate what skills/ skill clusters require attention and what approaches are preferable
Overall Rating			

RUBRIC FOR IEP Document: Report Assessment Data
Self-Assessment and Evaluation Criteria

PART III WRITE THE IEP (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) CRITERIA	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
<p>Write a narrative that responds to: How does the <u>PROFILE/ LEARNING STYLE</u> section provide an overview of who the student is as reader, writer, mathematician, participant in the learning environment, and/ or member of the classroom community? How does the narrative describe the quality of student performance and patterns of errors and struggles as a response to different learning conditions? How does the description account for challenges the student experiences and indicate needs?</p> <p>How does the narrative ...</p> <ul style="list-style-type: none"> ○ present both the challenges and successes the student has with participating in related reading, math, written language, content area instruction and/ or independent and group activities ○ elaborate the impact instructional materials, learning environment, teacher input, and/ or incentives have on student performance as a reader, writer, mathematician, participant ○ identify how language and personal experiences (background knowledge) effect performance and progress ○ characterize how the student approaches books, writing process, problem solving, and/ or participation in related activities ○ describe how the student performs when demands change (ex. dictate vs. write story, read silently vs. orally vs. read to, calculate equations by rote vs. using counters vs. in head) ○ indicate the strategies the student uses when challenged (ex. ways asks for help or relies on teacher prompts, deciphers unfamiliar words, uses prewriting or editing tools, figures out problems or equations) ○ convey how student attitude or self perception relate to performance in the area(s) of concern 	<p>Presents information regarding student in general terms, focusing on areas of difficulty without acknowledging successes, factors impacting learning and behaving</p>	<p>Offers a description of the student in the area of concern, accounting for some of the issues with which s/he struggles and competence s/he demonstrates; calling some attention to qualities of instruction, environment, and qualities the student brings to the learning situation</p>	<p>Conveys a clear description of the student in the area of concern, taking into account what the student does with reference to different features of learning materials, approaches, settings; and recognizing the impact of curriculum demands in conjunction with student language, culture, and processing</p>

IEP - Integration and Report of Assessment Data	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
<p>Do the PRESENT LEVELS OF PERFORMANCE identify the student's skill repertoires per cluster? How are competencies described? In what way are these descriptions ...</p> <ul style="list-style-type: none"> o organized according to categories/ skill clusters that collectively define what the student does as a reader (ex. fluency, word recognition, retell), writer (ex. prewriting, drafting, spelling), mathematician (ex. addition of single digits, word problems)? o an articulation of specific skills mastered and the corresponding conditions/ task demands (ex. in isolation vs. context, when prompted) under which these are evidenced? o clarifications of how well the student is familiar with the skills, is at an independent level, and/ or applies them to authentic situations (ex. reading a book, writing a story or report, solving a math problem)? o indications of starting point(s) for instruction? o connected with grade level equivalents ONLY when referenced with specific instructional materials and demands and to make links with general education? 	Provides a broad overview of student skills with regard to the area of concern, offering grade levels as reference points with limited accounting for impact of specific skills on performance	Provides constructive information regarding key skill clusters, with some specifics summarized or omitted so the starting points for instruction are indicated, but could be clearer	Provides constructive information regarding relevant skill clusters, offering details relative to specific skills to substantiate clear starting points for instruction

RUBRIC FOR IEP: Design Curriculum, Plan Instruction, & Identify Program Components

Self-Assessment and Evaluation Criteria

PART III WRITE THE IEP (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) CRITERIA [IEP - Design Curriculum, Plan Instruction, & Identify Program Components]	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
How do GOAL STATEMENTS ... <ul style="list-style-type: none"> directly address the present levels of performance? convey priorities for the student's program and set direction(s)/ parameters for instruction in terms of each skill cluster warranting attention that will be addressed? state the general outcomes of instruction in measurable terms and indicate targets for instruction? include an expected level of mastery and conditions for performance? 	Provides an overview for instruction, broadly stated	Sets direction for instruction; giving a broad focus, making some connection to PLOP, making general area(s) of need, and/ or establishing criteria for mastery	Sets focused direction for instruction, making a specific connection with PLOP, honing in on area(s) of need, and establishing criteria for mastery
How do OBJECTIVES/ BENCHMARKS ... <ul style="list-style-type: none"> begin at the "next step" that comes after the present levels of performance/ entry-level skills? establish skill sequences that progress toward each of the goals? articulate the skills and actions the student will demonstrate? identify the conditions (tasks or activities) under which the student will perform/ behave? define criteria for reaching mastery of the specific skills? 	Suggests some steps for attaining goals; missing sequence, specificity of desired outcomes, and criteria for mastery	Provides a set of steps for attaining goals; indicating some of the skills needed, identifying the conditions under which student will perform, and/ or elaborating the criteria for judging mastery	Specifies a sequence of steps for attaining goals; using the PLOP as the starting point and indicating particular skills to be acquired, identifying the conditions under which student will perform, and elaborating the criteria for judging mastery
How do MONITORING STRATEGIES ... <ul style="list-style-type: none"> reflect the criteria for mastery set by the specific objectives/ benchmarks? specify the types of evaluative strategies to be used? identify the frequency of measurement? directly reflect instruction provided? document descriptive accounts of performance, error patterns, behaviors? count number of correct items or appropriate behaviors? provide substantial data to judge student progress <u>and</u> the effectiveness of the educational plan (specific components or overall program)? 	Strategies for documenting student progress are omitted, general, or not coordinated with intended outcomes of instruction defined by goals and objectives	Strategies for documenting student progress are identified and have some relationship with intended outcomes of instruction defined by goals and objectives	Strategies for documenting student progress are specified, correlate directly with intended outcomes defined by goals and objectives and apply criteria set

IEP - Design Curriculum, Plan Instruction, & Identify Program Components	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
<p>How does DIRECT INSTRUCTION/ Alternative Teaching Approaches and Materials (Special Education)</p> <ul style="list-style-type: none"> designate types of instructional approaches, materials, activities, conditions that promise to support student growth in the area(s) of concern? address direct instruction of the identified goals and objectives? reflect the descriptions provided in the profile/ assessment report? prepare the student to participate in the next Least Restrictive Environment? 	Indicates general approaches to instruction	Provides some guidelines for the design of instructional strategies, materials, and/ or approaches related to area(s) of need	Provides guidelines for the design of instructional strategies, materials, and approaches that correspond with stated goals and objectives/ benchmarks and reflect student description
<p>How does ACCESS TO GENERAL EDUCATION (mainstreaming/ inclusion) include attention to:</p> <ul style="list-style-type: none"> alternatives to/ or modification strategies for classroom materials approaches and environmental arrangements? suggestions for cueing devices, time & task management techniques, study & cognitive strategies that would enhance student performance? positive behavior supports and strategies for classroom? design of groupings for instruction that incorporate skill needed? substantiate need for modified and/ or alternative classroom, district, and state-wide testing? 	Indicates when student will participate in the general education curriculum	Indicates a set of modifications to use to support student involvement in the general education curriculum, identifying ideas for adjusting assignments, materials, and/ or environments	Indicates a specific set of modifications to use to support student active engagement in the general education curriculum, identifying particular ideas for adjusting assignments, instructional materials, and/ or learning environments to accommodate student needs
<p>How do modifications/ accommodations to support ACCESS TO GENERAL EDUCATION CURRICULUM provide constructive ideas that indicate:</p> <p>Ways to modify or adapt instructional strategies and materials so the student participates in classroom activities even with challenges in area(s) of concern. How will the student...</p> <ul style="list-style-type: none"> gain introductory information (ex. from lecture, text, activity)? practice skills or information (ex. through assigned readings, writing tasks, calculations)? show what learned (ex. through essays, discussion)? <p>Types of supportive conditions which help the student to...</p> <ul style="list-style-type: none"> organize and manage time (scheduling)? attend to the pace of lessons? tolerate frustration? maintain on-task behavior (support task completion)? respond to teacher direction? enhance or engage in peer interaction? be independent in daily activity? be an active part of group activities? find learning spaces in which to work productively? seek systematic feedback and incentives? see ties with own interests in the learning context? 	Indicates when student will participate in the general education curriculum	Indicates a set of modifications to use to support student involvement in the general education curriculum, identifying ideas for adjusting assignments, materials, and/ or environments	Indicates a specific set of modifications to use to support student active engagement in the general education curriculum, identifying particular ideas for adjusting assignments, instructional materials, and/ or learning environments to accommodate student needs

IEP - Design Curriculum, Plan Instruction, & Identify Program Components	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
<p>How does the SPECIAL EDUCATION SERVICE DELIVERY PLAN/ CHART:</p> <ul style="list-style-type: none"> ○ relate the nature of services the student and general education teacher will receive (remedial, supportive, integrated, consultative)? ○ address goals with respect to the concept of LRE and access to general education? ○ specify logistics of service delivery (location, hours, frequency and personnel)? ○ indicate student eligibility status (code or program prototype)? ○ identify consultation activities between classroom and SPED teacher to insure continuity of program, ongoing evaluation of progress and continued mutual support? 	Completes the service matrix with times assigned, but no clear avenues for connecting general and special education and reliance on para-professionals to exceed responsibilities	Designs a system for creating times and complementary experiences by allocating time, services, location, groupings that serve student and connections between general and special education	Designs a system for creating times and complementary experiences by allocating time, services, location, groupings to serve student and make connections among general and special education and related service providers
Overall Rating			

Grading

PART I: PLAN ASSESSMENT (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	/12	/12	/12
DEVELOP ASSESSMENT PLAN			
PART II: COLLECT, CHART, & ANALYZE (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	/18	/18	/18
DEVELOP & ACCESS TOOLS			
ANALYZE PERFORMANCE			
COLLATE DATA			
GENERATE HYPOTHESES, STATE NEEDS			
PART III: WRITE INDIVIDUALIZED EDUCATION PLAN/ PROGRAM (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	/27	/27	/27
REPORT ASSESSMENT DATA: WRITE NARRATIVE/ PROFILE WRITE PRESENT LEVELS OF PERFORMANCE			
DESIGN CURRICULUM ARTICULATE GOALS IDENTIFY PROGRESSION OF OBJECTIVES IDENTIFY STRATEGIES TO MONITOR PROGRESS			
PLAN INSTRUCTION DESCRIBE SPECIALLY-DESIGNED INSTRUCTION IDENTIFY ACCESS TO GENERAL EDUCATION & REQUISITE MODIFICATIONS			
IDENTIFY PROGRAM COMPONENTS PLOT OUT SERVICE DELIVERY MATRIX			
TOTALS	/57	/57	/57
SCORE OF:	0-41	42-49	50-57

**SUMMATIVE SCORING FORM
FOR CONNECTING STUDENT PERFORMANCE TO CEC STANDARDS**

For students enrolled in the special education practicum/ methods course and field work, the evaluator will use the form below to indicate to students how performance on the *Documenting the Special Education Process/ IEP Development* reflects competence on each of the CEC Standards, giving feedback for specific areas of study to pursue in addition to the applied skills defined by the assessment/ set of assignments. These will consist of informal notes in the columns.

CEC STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
CEC STANDARD ONE: FOUNDATIONS			
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			

ATTACHMENT C
Assessment 2 (required) - Content Knowledge in Special Education
Data Derived from Assessment
Documenting the Special Education Process/ IEP Development

Data will be collected during the 2006-2007 academic year and reported in June 2007

Proposed Data Tables for 2006-2007:

SUMMATIVE SCORING FORM
FOR COLLECTING PROGRAM DATA

The scores of each candidate's performance will be tabulated and reported by number and percentage for each category to indicate the extent to which she or he meets CEC content area standards as discerned by performance on the tasks for *Documenting the Special Education Process/ IEP Development*. These data will be collated and charted to represent program performance. These data will allow for analysis of pre-service teachers' performance and competencies with regard to the activities involved in the special education process, and contribute to understanding program effectiveness.

COMPONENTS OF THE SPECIAL EDUCATION PROCESS/ IEP	1 NEEDS IMPROVEMENT (#) % of Total N	2 MEETS EXPECTATIONS (#) % of Total N	3 EXCEEDS EXPECTATIONS (#) % of Total N
N =			
PART I: PLAN ASSESSMENT (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)			
DEVELOP ASSESSMENT PLAN			
PART II: COLLECT, CHART, & ANALYZE (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)			
DEVELOP & ACCESS TOOLS			
ANALYZE PERFORMANCE			
COLLATE DATA			
GENERATE HYPOTHESES, STATE NEEDS			
PART III: WRITE INDIVIDUALIZED EDUCATION PLAN/ PROGRAM (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)			
REPORT ASSESSMENT DATA: WRITE NARRATIVE/ PROFILE WRITE PRESENT LEVELS OF PERFORMANCE			
DESIGN CURRICULUM ARTICULATE GOALS IDENTIFY PROGRESSION OF OBJECTIVES IDENTIFY STRATEGIES TO MONITOR PROGRESS			
PLAN INSTRUCTION DESCRIBE SPECIALLY-DESIGNED INSTRUCTION IDENTIFY ACCESS TO GENERAL EDUCATION & REQUISITE MODIFICATIONS			
IDENTIFY PROGRAM COMPONENTS PLOT OUT SERVICE DELIVERY MATRIX			
TOTALS			